

**WASHINGTON STATE  
WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD  
MEETING NO. 157  
SEPTEMBER 22, 2011**

**OPPORTUNITY INTERNSHIP PROGRAM**

**Background:**

In the 2009 Session, the Legislature passed 2SHB 1355 establishing the Opportunity Internship Program that is designed to build educational and employment pipelines for low income high school students in high demand occupations in targeted industries. Attached is a brief summary of that program.

The Legislature, however, provided no monies for the Opportunity Internship Program in 2009. In order to implement the program for the 2009-2010 school year, the Workforce Board contracted with the Washington Workforce Association (WWA) to utilize federal “high-demand scholarship” monies that were intended for a similar purpose. Monies were provided to eight consortia to implement the program. During the 2010-2011 school year, the WWA administered the high-demand scholarship monies, awarding monies to four consortia.

In 2011, the Legislature passed E2SHB 1599, which established the Pay for Actual Student Success (PASS) Program. This legislation authorized funding for the following dropout prevention programs:

- Opportunity Internships.
- Jobs for America's Graduates.
- Building Bridges.
- Individualized student support activities provided by a college scholarship organization.
- A financial award for high schools that demonstrate improvement in certain dropout prevention indicators.

Office of Superintendent of Public Instruction (OSPI), the Workforce Board, the Building Bridges Workgroup, the Higher Education Coordinating Board, and the College Success Foundation were also directed in the legislation to “collaborate to assure that the programs operate systematically and are expanded to include as many additional students and schools as possible.”

The 2011-2013 operating budget provided \$1,500,000 of GF-S for FY 2012 and \$1,500,000 of GF-S for FY 2013 to OSPI for allocations to the Opportunity Internship program, the Jobs for America’s Graduates program, the Building Bridges program, and for services provided by a college scholarship organization. There is no funding in the 2011-2013 biennium for financial awards for schools and school districts.

The Workforce Board has signed a contract with OSPI that provides \$500,000 for fiscal year 2012 for administration of the Opportunity Internship Program and awarding of grants. It is expected that approximately 250 students will be served by the program during the fiscal year. Included in this tab is a summary of the Opportunity Internship Program and copies of 2SHB 1355 and E2SHB 1599.

**Board Action Required:** No action needed. Information only.

## **Opportunity Internship Program (OIP) Summary**

**OIP Purpose:** Build educational and employment pipelines for low income high school students in high demand occupations in targeted industries.

**Administration of Program:** The Workforce Board is to award grants and enter into contracts with up to 10 consortia to deliver the program. For FY 2012, \$500,000 is being allocated for administration of the program and awarding of grants. It is expected that approximately 250 students will be served by the program during the fiscal year. The Board is also required to conduct an outcome evaluation of the program. Consortia may be composed of Workforce Development Councils, Economic Development Councils, area high schools, community or technical colleges, apprenticeship council and pre-apprenticeship programs, public and private four-year institutions of higher education, private vocational schools, employers in targeted industries, and labor organizations.

### **Consortia Activities**

Consortia must commit to the following activities:

- Identify high demand occupations in targeted industries for which internships and pre-apprenticeships will be developed and provided for low income students.
- Develop paid or unpaid internships and pre-apprenticeships of at least 90 hours.
- Provide mentoring and assistance with college applications and financial aid.
- Guarantee a job interview if a participating student completes a postsecondary program of study.
- Conduct outreach efforts.
- Submit an annual report to the Workforce Board, including an annual list of OIP graduates from the consortium and graduates who have completed a postsecondary program of study, obtained employment in a high-demand occupation that pays a starting salary or wages of not less than \$30,000 annually, and remain employed for at least six months.

Consortia are also encouraged to:

- Provide **paid** summer internships and pre-apprenticeships.
- Work with area high schools to incorporate OIP into comprehensive guidance and counseling programs and make the internships count as worksite learning experiences for high school credit.
- Coordinate with other workforce education and financial aid programs.

### **Program Incentives**

OIP graduates are eligible for up to one year of financial assistance for postsecondary education through the State Need Grant program. The Workforce Board is to allocate to each consortia an incentive payment of \$2,000 for each graduate who completes a postsecondary program of study, obtains employment in a high-demand occupation that pays a starting salary or wages of not less than \$30,000 annually, and remains employed for at least six months.

CERTIFICATION OF ENROLLMENT

**SECOND SUBSTITUTE HOUSE BILL 1355**

Chapter 238, Laws of 2009

61st Legislature  
2009 Regular Session

HIGH SCHOOL STUDENTS--OPPORTUNITY INTERNSHIP PROGRAM

EFFECTIVE DATE: 07/26/09

Passed by the House March 5, 2009  
Yeas 65 Nays 32

FRANK CHOPP

\_\_\_\_\_  
**Speaker of the House of Representatives**

Passed by the Senate April 16, 2009  
Yeas 29 Nays 18

BRAD OWEN

\_\_\_\_\_  
**President of the Senate**

Approved April 25, 2009, 3:35 p.m.

CHRISTINE GREGOIRE

\_\_\_\_\_  
**Governor of the State of Washington**

CERTIFICATE

I, Barbara Baker, Chief Clerk of the House of Representatives of the State of Washington, do hereby certify that the attached is **SECOND SUBSTITUTE HOUSE BILL 1355** as passed by the House of Representatives and the Senate on the dates hereon set forth.

BARBARA BAKER

\_\_\_\_\_  
**Chief Clerk**

FILED

April 27, 2009

**Secretary of State  
State of Washington**

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SECOND SUBSTITUTE HOUSE BILL 1355

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Passed Legislature - 2009 Regular Session

State of Washington

61st Legislature

2009 Regular Session

By House Ways & Means (originally sponsored by Representatives Probst, Quall, Kessler, Sullivan, Wallace, Maxwell, Rolfes, Springer, Green, Jacks, Carlyle, Kenney, Ormsby, Seaquist, Lias, Sells, Priest, Dammeier, Hunt, Hudgins, Morrell, Van De Wege, Moeller, Chase, Conway, Goodman, Driscoll, Simpson, Santos, and Kelley)

READ FIRST TIME 03/03/09.

1 AN ACT Relating to establishing the opportunity internship program  
2 for high school students; amending RCW 28B.92.030, 28B.92.080, and  
3 28B.92.110; adding new sections to chapter 28C.18 RCW; adding a new  
4 section to chapter 28B.92 RCW; and creating new sections.

5 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

6 NEW SECTION. **Sec. 1.** (1) The legislature finds that moving low-  
7 income high school students efficiently through a progression of career  
8 exploration, internships or preapprenticeships in high-demand  
9 occupations, and completion of postsecondary education benefits these  
10 students by increasing the relevance of their high school education,  
11 increasing their connection to the working world, accelerating their  
12 entry into a high-demand occupation, and increasing their earnings and  
13 opportunities.

14 (2) The legislature further finds that in a difficult economy,  
15 youth unemployment rates increase sharply. Providing paid internships  
16 and preapprenticeships to high school students creates not only an  
17 immediate short-term economic stimulus in local communities, but also  
18 creates the potential to sustain that economic recovery by making

1 students better prepared for postsecondary education and employment in  
2 the types of occupations that will generate economic growth over the  
3 long term.

4 (3) The legislature further finds that moving students efficiently  
5 through secondary and postsecondary education reduces state  
6 expenditures by improving on-time graduation and postsecondary  
7 retention and increases state revenues by providing for graduates with  
8 higher lifelong earnings and taxpaying potential.

9 (4) Employers and local economies benefit from the development of  
10 a long-term relationship with potential employees and a more consistent  
11 pipeline of skilled workers into the occupations for which they are  
12 having the most trouble finding skilled workers.

13 (5) Therefore the legislature intends to provide incentives for  
14 local consortia of employers, labor organizations, educational  
15 institutions, and workforce and economic development councils to use  
16 existing funds to build educational and employment pipelines to high-  
17 demand occupations for low-income high school students.

18 NEW SECTION. **Sec. 2.** A new section is added to chapter 28C.18 RCW  
19 to read as follows:

20 (1) The opportunity internship program is created under sections 2  
21 through 6 of this act. The purpose of the program is to provide  
22 incentives for opportunity internship consortia to use existing  
23 resources to build educational and employment pipelines to high-demand  
24 occupations in targeted industries for low-income high school students.  
25 Three types of incentives are provided through the program:

26 (a) Each opportunity internship graduate shall be eligible for up  
27 to one year of financial assistance for postsecondary education as  
28 provided in section 8 of this act;

29 (b) Each opportunity internship graduate who completes a  
30 postsecondary program of study shall receive a job interview with an  
31 employer participating in an opportunity internship consortium that has  
32 agreed to provide such interviews; and

33 (c) For each opportunity internship graduate who completes a  
34 postsecondary program of study, obtains employment in a high-demand  
35 occupation that pays a starting salary or wages of not less than thirty  
36 thousand dollars per year, and remains employed for at least six

1 months, the participating opportunity internship consortium shall be  
2 eligible to receive an incentive payment as provided in section 6 of  
3 this act.

4 (2) The opportunity internship program shall be administered by the  
5 board and the board may adopt rules to implement the program.

6 NEW SECTION. **Sec. 3.** A new section is added to chapter 28C.18 RCW  
7 to read as follows:

8 Unless the context clearly requires otherwise, the definitions in  
9 this section apply throughout sections 2 through 6 of this act.

10 (1) "High-demand occupation" means an occupation with a substantial  
11 number of current or projected employment opportunities.

12 (2) "Low-income high school student" means a student who is  
13 enrolled in grades ten, eleven, or twelve in a public high school and  
14 who qualifies for federal free or reduced-price meals. If a student  
15 qualifies at the time the student begins participating in the  
16 opportunity internship program, the student remains eligible even if  
17 the student does not receive free or reduced-price meals thereafter.  
18 To participate in the program, the student must remain enrolled in high  
19 school until the student receives a high school diploma.

20 (3) "Opportunity internship consortium" means a local consortium  
21 formed for the purpose of participating in the opportunity internship  
22 program and which may be composed of a local workforce development  
23 council, economic development council, area high schools, community or  
24 technical colleges, apprenticeship councils, preapprenticeship programs  
25 such as running start for the trades, private vocational schools  
26 licensed under chapter 28C.10 RCW, public and private four-year  
27 institutions of higher education, employers in targeted industries, and  
28 labor organizations.

29 (4) "Opportunity internship graduate" means a low-income high  
30 school student who successfully completes an opportunity internship  
31 program and graduates from high school.

32 (5) "Postsecondary program of study" means an undergraduate or  
33 graduate certificate, apprenticeship, or degree program.

34 (6) "Preapprenticeship" means a program of at least ninety hours  
35 and not more than one hundred eighty hours in length that provides  
36 practical experience, education, preparation, and the development of  
37 skills that would be beneficial for entry into state-approved

1 apprenticeship programs, including but not limited to construction  
2 industry structure and the construction process; orientation to state-  
3 approved apprenticeship; tools of the various trades and safe handling  
4 of power tools; and industry standards of safety, responsibility, and  
5 craft excellence.

6 (7) "Targeted industry" means a business or industry identified by  
7 a local workforce development council as having high-demand occupations  
8 that require candidates to have completed a postsecondary program of  
9 study.

10 NEW SECTION. **Sec. 4.** A new section is added to chapter 28C.18 RCW  
11 to read as follows:

12 (1) Opportunity internship consortia may apply to the board to  
13 offer an opportunity internship program.

14 (a) The board, in consultation with the Washington state  
15 apprenticeship and training council, may select those consortia that  
16 demonstrate the strongest commitment and readiness to implement a high  
17 quality opportunity internship program for low-income high school  
18 students. The board shall place a priority on consortia with  
19 demonstrated experience working with similar populations of students  
20 and demonstrated capacity to assist a large number of students through  
21 the progression of internship or preapprenticeship, high school  
22 graduation, postsecondary education, and retention in a high-demand  
23 occupation. The board shall place a priority on programs that  
24 emphasize secondary career and technical education and nonbaccalaureate  
25 postsecondary education; however, programs that target four-year  
26 postsecondary degrees are eligible to participate.

27 (b) The board shall enter into a contract with each consortium  
28 selected to participate in the program. No more than ten consortia per  
29 year shall be selected to participate in the program, and to the extent  
30 possible, the board shall assure a geographic distribution of consortia  
31 in regions across the state emphasizing a variety of targeted  
32 industries. Each consortium may select no more than one hundred low-  
33 income high school students per year to participate in the program.

34 (2) Under the terms of an opportunity internship program contract,  
35 an opportunity internship consortium shall commit to the following  
36 activities which shall be conducted using existing federal, state,  
37 local, or private funds available to the consortium:

1 (a) Identify high-demand occupations in targeted industries for  
2 which opportunity internships or preapprenticeships shall be developed  
3 and provided;

4 (b) Develop and implement the components of opportunity  
5 internships, including paid or unpaid internships or preapprenticeships  
6 of at least ninety hours in length in high-demand occupations with  
7 employers in the consortium, mentoring and guidance for students who  
8 participate in the program, assistance with applications for  
9 postsecondary programs and financial aid, and a guarantee of a job  
10 interview with a participating employer for all opportunity internship  
11 graduates who successfully complete a postsecondary program of study;

12 (c) Once the internship or preapprenticeship components have been  
13 developed, conduct outreach efforts to inform low-income high school  
14 students about high-demand occupations, the opportunity internship  
15 program, options for postsecondary programs of study, and the  
16 incentives and opportunities provided to students who participate in  
17 the program;

18 (d) Obtain appropriate documentation of the low-income status of  
19 students who participate in the program;

20 (e) Maintain communication with opportunity internship graduates of  
21 the consortium who enroll in postsecondary programs of study; and

22 (f) Submit an annual report to the board on the progress of and  
23 participation in the opportunity internship program of the consortium.

24 (3) Opportunity internship consortia are encouraged to:

25 (a) Provide paid opportunity internships or preapprenticeships,  
26 including during the summer months to encourage students to stay  
27 enrolled in high school;

28 (b) Work with high schools to offer opportunity internships as  
29 approved worksite learning experiences where students can earn high  
30 school credit;

31 (c) Designate the local workforce development council as fiscal  
32 agent for the opportunity internship program contract;

33 (d) Work with area high schools to incorporate the opportunity  
34 internship program into comprehensive guidance and counseling programs  
35 such as the navigation 101 program; and

36 (e) Coordinate the opportunity internship program with other  
37 workforce development and postsecondary education programs, including

1 opportunity grants, the college bound scholarship program, federal  
2 workforce investment act initiatives, and college access challenge  
3 grants.

4 (4) The board shall seek federal funds that may be used to support  
5 the opportunity internship program, including providing the incentive  
6 payments under section 6 of this act.

7 NEW SECTION. **Sec. 5.** A new section is added to chapter 28C.18 RCW  
8 to read as follows:

9 On an annual basis, each opportunity internship consortium shall  
10 provide the board with a list of the opportunity internship graduates  
11 from the consortium. The board shall compile the lists from all  
12 consortia and shall notify the higher education coordinating board of  
13 the eligibility of each graduate on the lists to receive a state need  
14 grant under chapter 28B.92 RCW if the graduate enrolls in a  
15 postsecondary program of study within one year of high school  
16 graduation.

17 NEW SECTION. **Sec. 6.** A new section is added to chapter 28C.18 RCW  
18 to read as follows:

19 (1) On an annual basis, each opportunity internship consortium  
20 shall provide the board with a list of the opportunity internship  
21 graduates from the consortium who have completed a postsecondary  
22 program of study, obtained employment in a high-demand occupation that  
23 pays a starting salary or wages of not less than thirty thousand  
24 dollars per year, and remained employed for at least six months.

25 (2) The board shall verify the information on the lists from each  
26 consortium. Subject to funds appropriated or otherwise available for  
27 this purpose, the board shall allocate to each consortium an incentive  
28 payment of two thousand dollars for each graduate on the consortium's  
29 list. In the event that insufficient funds are appropriated to provide  
30 a full payment, the board shall prorate payments across all consortia  
31 and shall notify the governor and the legislature of the amount of the  
32 shortfall.

33 (3) Opportunity internship consortia shall use the incentive  
34 payments to continue operating opportunity internship programs.

1       **Sec. 7.** RCW 28B.92.030 and 2004 c 275 s 35 are each amended to  
2 read as follows:

3       As used in this chapter:

4       (1) "Institution or institutions of higher education" means:

5       (a) Any public university, college, community college, or technical  
6 college operated by the state of Washington or any political  
7 subdivision thereof; or

8       (b) Any other university, college, school, or institute in the  
9 state of Washington offering instruction beyond the high school level  
10 which is a member institution of an accrediting association recognized  
11 by rule of the board for the purposes of this section: PROVIDED, That  
12 any institution, branch, extension or facility operating within the  
13 state of Washington which is affiliated with an institution operating  
14 in another state must be a separately accredited member institution of  
15 any such accrediting association, or a branch of a member institution  
16 of an accrediting association recognized by rule of the board for  
17 purposes of this section, that is eligible for federal student  
18 financial aid assistance and has operated as a nonprofit college or  
19 university delivering on-site classroom instruction for a minimum of  
20 twenty consecutive years within the state of Washington, and has an  
21 annual enrollment of at least seven hundred full-time equivalent  
22 students: PROVIDED FURTHER, That no institution of higher education  
23 shall be eligible to participate in a student financial aid program  
24 unless it agrees to and complies with program rules and regulations  
25 adopted pursuant to RCW 28B.92.150.

26       (2) "Financial aid" means loans and/or grants to needy students  
27 enrolled or accepted for enrollment as a student at institutions of  
28 higher education.

29       (3) "Needy student" means a post high school student of an  
30 institution of higher education who demonstrates to the board the  
31 financial inability, either through the student's parents, family  
32 and/or personally, to meet the total cost of board, room, books, and  
33 tuition and incidental fees for any semester or quarter. "Needy  
34 student" also means an opportunity internship graduate as defined by  
35 section 3 of this act who enrolls in a postsecondary program of study  
36 as defined in section 3 of this act within one year of high school  
37 graduation.

1 (4) "Disadvantaged student" means a post high school student who by  
2 reason of adverse cultural, educational, environmental, experiential,  
3 familial or other circumstances is unable to qualify for enrollment as  
4 a full time student in an institution of higher education, who would  
5 otherwise qualify as a needy student, and who is attending an  
6 institution of higher education under an established program designed  
7 to qualify the student for enrollment as a full time student.

8 (5) "Board" means the higher education coordinating board.

9 NEW SECTION. **Sec. 8.** A new section is added to chapter 28B.92 RCW  
10 to read as follows:

11 (1) The board shall work with institutions of higher education to  
12 assure that the institutions are aware of the eligibility of  
13 opportunity internship graduates for an award under this chapter.

14 (2) If an opportunity internship graduate enrolls within one year  
15 of high school graduation in a postsecondary program of study in an  
16 institution of higher education, including in an apprenticeship program  
17 with related and supplemental instruction provided through an  
18 institution of higher education, the graduate is eligible to receive a  
19 state need grant for up to one year. The graduate shall not be  
20 required to be enrolled on at least a half-time basis. The related and  
21 supplemental instruction provided to a graduate through an  
22 apprenticeship program shall not be required to lead to a degree or  
23 certificate.

24 (3) Except for the eligibility criteria for an opportunity  
25 internship graduate that are provided under this section, other rules  
26 pertaining to award of a state need grant apply.

27 (4) Nothing in this section precludes an opportunity internship  
28 graduate from being eligible to receive additional state need grants  
29 after the one-year grant provided in this section if the graduate meets  
30 other criteria as a needy or disadvantaged student.

31 **Sec. 9.** RCW 28B.92.080 and 2007 c 404 s 1 are each amended to read  
32 as follows:

33 Except for opportunity internship graduates whose eligibility is  
34 provided under section 8 of this act, for a student to be eligible for  
35 a state need grant a student must:

1 (1) Be a "needy student" or "disadvantaged student" as determined  
2 by the board in accordance with RCW 28B.92.030 (3) and (4)~~((-))~~i

3 (2) Have been domiciled within the state of Washington for at least  
4 one year~~((-))~~i

5 (3) Be enrolled or accepted for enrollment on at least a half-time  
6 basis at an institution of higher education in Washington as defined in  
7 RCW 28B.92.030(1)~~((-))~~i

8 (4) Until June 30, 2011, to the extent funds are specifically  
9 appropriated for this purpose, and subject to any terms and conditions  
10 specified in the omnibus appropriations act, be enrolled or accepted  
11 for enrollment for at least three quarter credits or the equivalent  
12 semester credits at an institution of higher education in Washington as  
13 defined in RCW 28B.92.030(1)~~((-))~~i and

14 (5) Have complied with all the rules ~~((and regulations))~~ adopted by  
15 the board for the administration of this chapter.

16 **Sec. 10.** RCW 28B.92.110 and 2004 c 275 s 40 are each amended to  
17 read as follows:

18 A state financial aid recipient under this chapter shall apply the  
19 award toward the cost of tuition, room, board, books, and fees at the  
20 institution of higher education attended. An opportunity internship  
21 graduate who enters an apprenticeship program may use the award for the  
22 costs of related and supplemental instruction provided through an  
23 institution of higher education, tools, and other costs associated with  
24 the apprenticeship program.

25 NEW SECTION. **Sec. 11.** (1) The workforce training and education  
26 coordinating board shall conduct an outcome evaluation of opportunity  
27 internship programs. At a minimum, the analysis shall examine the  
28 financial benefits of on-time graduation, youth employment while in  
29 high school, postsecondary education enrollment and completion, and  
30 adult employment in high-demand occupations compared to the local and  
31 state costs of the programs.

32 (2) The board shall submit a preliminary analysis to the governor  
33 and the education and higher education committees of the legislature by  
34 December 1, 2012, and a final analysis by December 1, 2014.

Passed by the House March 5, 2009.

Passed by the Senate April 16, 2009.

Approved by the Governor April 25, 2009.

Filed in Office of Secretary of State April 27, 2009.

CERTIFICATION OF ENROLLMENT

**ENGROSSED SECOND SUBSTITUTE HOUSE BILL 1599**

Chapter 288, Laws of 2011

(partial veto)

62nd Legislature  
2011 Regular Session

PAY FOR ACTUAL STUDENT SUCCESS PROGRAM

EFFECTIVE DATE: 07/22/11

Passed by the House April 21, 2011  
Yeas 56 Nays 41

FRANK CHOPP

\_\_\_\_\_  
**Speaker of the House of Representatives**

Passed by the Senate April 21, 2011  
Yeas 40 Nays 6

BRAD OWEN

\_\_\_\_\_  
**President of the Senate**

Approved May 10, 2011, 3:29 p.m., with  
the exception of Section 1 which is  
vetoed.

CHRISTINE GREGOIRE

\_\_\_\_\_  
**Governor of the State of Washington**

CERTIFICATE

I, Barbara Baker, Chief Clerk of  
the House of Representatives of  
the State of Washington, do hereby  
certify that the attached is  
**ENGROSSED SECOND SUBSTITUTE HOUSE  
BILL 1599** as passed by the House of  
Representatives and the Senate on  
the dates hereon set forth.

BARBARA BAKER

\_\_\_\_\_  
**Chief Clerk**

FILED

May 11, 2011

**Secretary of State  
State of Washington**

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ENGROSSED SECOND SUBSTITUTE HOUSE BILL 1599

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AS AMENDED BY THE SENATE

Passed Legislature - 2011 Regular Session

State of Washington                      62nd Legislature                      2011 Regular Session

By House Ways & Means (originally sponsored by Representatives Probst, Haler, Maxwell, Orwall, Haigh, Santos, Dammeier, Seaquist, Liias, Reykdal, Kagi, Roberts, Kenney, and Ormsby)

READ FIRST TIME 02/25/11.

1            AN ACT Relating to establishing the pay for actual student success  
2 dropout prevention program; amending RCW 28A.175.035; adding new  
3 sections to chapter 28A.175 RCW; adding a new section to chapter  
4 28A.300 RCW; and creating new sections.

5 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

6            **\*NEW SECTION. Sec. 1. (1) The legislature finds that:**

7            **(a) Providing students with the opportunity to graduate from high**  
8 **school with the knowledge and skills to be successful in today's world**  
9 **is now clearly part of Washington's definition of a basic education.**  
10 **Some students will only achieve this objective with supplemental**  
11 **interventions, support, and counseling;**

12            **(b) Dropout prevention is a fundamental strategy for strengthening**  
13 **society, building the economy, reducing crime, reducing government**  
14 **spending, and increasing individual freedom and opportunity;**

15            **(c) There are known and proven strategies to reduce the dropout**  
16 **rate, including ones that are successful for high-risk and troubled**  
17 **students. For example, the opportunity internship program, the jobs**  
18 **for America's graduates program, the building bridges program, and**  
19 **individualized student support services provided by the college success**

1 foundation have all had a measurable impact on helping at-risk students  
2 be successful in school. In addition, the Everett school district  
3 successfully increased its extended graduation rate from fifty-three  
4 percent in 2003 to ninety percent in 2010 by tracking the progress  
5 toward graduation of each student and assigning success coordinators to  
6 ensure students pursued all possible avenues to complete and make up  
7 credits. The Renton school district, through a combination of  
8 leadership, community partnerships and resources, and high expectations  
9 for all students, has increased its graduation rate to ninety percent,  
10 with ninety-six percent of graduating seniors in 2010 meeting  
11 proficiency on the state high school assessments. However, these types  
12 of models have never been brought to scale; and

13 (d) For every dropout prevented, the chances of that person  
14 committing a crime are reduced by twenty percent, and that person  
15 stands to increase his or her lifetime earnings by three hundred  
16 thousand dollars in today's dollars. In addition, for every dropout  
17 prevented, taxpayers save an estimated ten thousand five hundred  
18 dollars per year for each year of the individual's life between the  
19 ages of twenty and sixty-five.

20 (2) Therefore, the state should use a dual strategy of making  
21 front-end investments in proven programs in order to expand them into  
22 an effective dropout prevention and intervention system, while  
23 simultaneously recognizing and rewarding actual success in reducing the  
24 dropout rate by investing a portion of the savings generated from each  
25 prevented dropout in the public schools.

26 (3) The legislature recognizes that the current fiscal climate in  
27 the state is a likely contributing factor to an increase in dropout  
28 rates. Reductions in state funding for schools are often felt first in  
29 student support services, counseling, supplemental instruction and  
30 tutoring, and increased class size, all of which affect struggling  
31 students. A poor economy negatively affects families through  
32 unemployment, uncertainty, and reduced public services, and students  
33 bring these stresses with them to school. If allowed to go  
34 unaddressed, these economic and fiscal circumstances are likely to slow  
35 or reverse progress on improving high school completion rates.  
36 Therefore, a concentrated effort at improvement is required at this  
37 time.

\*Sec. 1 was vetoed. See message at end of chapter.

1        NEW SECTION.    **Sec. 2.**    A new section is added to chapter 28A.175  
2    RCW to read as follows:

3        (1) The pay for actual student success (PASS) program is created  
4    under this section and sections 3 through 8 of this act to invest in  
5    proven dropout prevention and intervention programs as provided in  
6    section 3 of this act and provide a financial award for high schools  
7    that demonstrate improvement in the dropout prevention indicators  
8    established under section 4 of this act. The legislature finds that  
9    increased accumulation of credits and reductions in incidents of  
10   student discipline lead to improved graduation rates.

11       (2) The office of the superintendent of public instruction, the  
12   workforce training and education coordinating board, the building  
13   bridges working group, the higher education coordinating board, and the  
14   college scholarship organization under section 3(4) of this act shall  
15   collaborate to assure that the programs under section 3 of this act  
16   operate systematically and are expanded to include as many additional  
17   students and schools as possible.

18       NEW SECTION.    **Sec. 3.**    A new section is added to chapter 28A.175  
19    RCW to read as follows:

20       Subject to funds appropriated for this purpose, funds shall be  
21    allocated as specified in the omnibus appropriations act to support the  
22    PASS program through the following programs:

23       (1) The opportunity internship program under RCW 28C.18.160 through  
24    28C.18.168;

25       (2) The jobs for America's graduates program administered through  
26    the office of the superintendent of public instruction;

27       (3) The building bridges program under RCW 28A.175.025, to be used  
28    to expand programs that have been implemented by building bridges  
29    partnerships and determined by the building bridges work group to be  
30    successful in reducing dropout rates, or to replicate such programs in  
31    new partnerships; and

32       (4) Individualized student support services provided by a college  
33    scholarship organization with expertise in managing scholarships for  
34    low-income, high potential students and foster care youth under  
35    contract with the higher education coordinating board, including but  
36    not limited to college and career advising, counseling, tutoring,  
37    community mentor programs, and leadership development.

1        NEW SECTION.    **Sec. 4.**    A new section is added to chapter 28A.175  
2    RCW to read as follows:

3        (1) The office of the superintendent of public instruction, in  
4    consultation with the state board of education, must:

5        (a) Calculate the annual extended graduation rate for each high  
6    school, which is the rate at which a class of students enters high  
7    school as freshmen and graduates with a high school diploma, including  
8    students who receive a high school diploma after the year they were  
9    expected to graduate. The office may statistically adjust the rate for  
10   student demographics in the high school, including the number of  
11   students eligible for free and reduced price meals, special education  
12   and English language learner students, students of various racial and  
13   ethnic backgrounds, and student mobility;

14       (b) Annually calculate the proportion of students at grade level  
15   for each high school, which shall be measured by the number of credits  
16   a student has accumulated at the end of each school year compared to  
17   the total number required for graduation. For the purposes of this  
18   subsection (1)(b), the office shall adopt a standard definition of "at  
19   grade level" for each high school grade;

20       (c) Annually calculate the proportion of students in each high  
21   school who are suspended or expelled from school, as reported by the  
22   high school. In-school suspensions shall not be included in the  
23   calculation. Improvement on the indicator under this subsection (1)(c)  
24   shall be measured by a reduction in the number of students suspended or  
25   expelled from school; and

26       (d) Beginning with the 2012-13 school year, annually measure  
27   student attendance in each high school as provided under section 10 of  
28   this act.

29       (2) The office of the superintendent of public instruction may add  
30   dropout prevention indicators to the list of indicators under  
31   subsection (1) of this section, such as student grades, state  
32   assessment mastery, or student retention.

33       (3) To the maximum extent possible, the office of the  
34   superintendent of public instruction shall rely on data collected  
35   through the comprehensive education data and research system to  
36   calculate the dropout prevention indicators under this section and  
37   shall minimize additional data collection from schools and school  
38   districts unless necessary to meet the requirements of this section.

1 (4) The office of the superintendent of public instruction shall  
2 develop a metric for measuring the performance of each high school on  
3 the indicators under subsection (1) of this section that assigns points  
4 for each indicator and results in a single numeric dropout prevention  
5 score for each high school. The office shall weight the extended  
6 graduation rate indicator within the metric so that a high school does  
7 not qualify for an award under section 5 of this act without an  
8 increase in its extended graduation rate. The metric used through the  
9 2012-13 school year shall include the indicators in subsection (1)(a)  
10 through (c) of this section and shall measure improvement against the  
11 2010-11 school year as the baseline year. Beginning in the 2013-14  
12 school year, the metric shall also include the indicator in subsection  
13 (1)(d) of this section, with improvement in this indicator measured  
14 against the 2012-13 school year as the baseline year. The office may  
15 establish a minimum level of improvement in a high school's dropout  
16 prevention score for the high school to qualify for a PASS program  
17 award under section 5 of this act.

18 NEW SECTION. **Sec. 5.** A new section is added to chapter 28A.175  
19 RCW to read as follows:

20 (1)(a) Subject to funds appropriated for this purpose or otherwise  
21 available in the account established in section 7 of this act,  
22 beginning in the 2011-12 school year and each year thereafter, a high  
23 school that demonstrates improvement in its dropout prevention score  
24 compared to the baseline school year as calculated under section 4 of  
25 this act may receive a PASS program award as provided under this  
26 section. The legislature intends to recognize and reward continuous  
27 improvement by using a baseline year for calculating eligibility for  
28 PASS program awards so that a high school retains previously earned  
29 award funds from one year to the next unless its performance declines.

30 (b) The office of the superintendent of public instruction must  
31 determine the amount of PASS program awards based on appropriated funds  
32 and eligible high schools. The intent of the legislature is to provide  
33 an award to each eligible high school commensurate with the degree of  
34 improvement in the high school's dropout prevention score and the size  
35 of the high school. The office must establish a minimum award amount.  
36 If funds available for PASS program awards are not sufficient to  
37 provide an award to each eligible high school, the office of the

1 superintendent of public instruction shall establish objective criteria  
2 to prioritize awards based on eligible high schools with the greatest  
3 need for additional dropout prevention and intervention services. The  
4 office of the superintendent of public instruction shall encourage and  
5 may require a high school receiving a PASS program award to demonstrate  
6 an amount of community matching funds or an amount of in-kind community  
7 services to support dropout prevention and intervention.

8 (c) Ninety percent of an award under this section must be allocated  
9 to the eligible high school to be used for dropout prevention  
10 activities in the school as specified in subsection (2) of this  
11 section. The principal of the high school shall determine the use of  
12 funds after consultation with parents and certificated and classified  
13 staff of the school.

14 (d) Ten percent of an award under this section must be allocated to  
15 the school district in which the eligible high school is located to be  
16 used for dropout prevention activities as specified in subsection (2)  
17 of this section in the high school or in other schools in the district.

18 (e) The office of the superintendent of public instruction may  
19 withhold distribution of award funds under this section to an otherwise  
20 eligible high school or school district if the superintendent of public  
21 instruction issues a finding that the school or school district has  
22 willfully manipulated the dropout prevention indicators under section  
23 4 of this act, for example by expelling, suspending, transferring, or  
24 refusing to enroll students at risk of dropping out of school or at  
25 risk of low achievement.

26 (2) High schools and school districts may use PASS program award  
27 funds for any programs or activities that support the development of a  
28 dropout prevention, intervention, and reengagement system as described  
29 in RCW 28A.175.074, offered directly by the school or school district  
30 or under contract with education agencies or community-based  
31 organizations, including but not limited to educational service  
32 districts, workforce development councils, and boys and girls clubs.  
33 Such programs or activities may include but are not limited to the  
34 following:

35 (a) Strategies to close the achievement gap for disadvantaged  
36 students and minority students;

37 (b) Use of graduation coaches as defined in section 6 of this act;

38 (c) Opportunity internship activities under RCW 28C.18.164;

1 (d) Dropout reengagement programs provided by community-based  
2 organizations or community and technical colleges;

3 (e) Comprehensive guidance and planning programs as defined under  
4 RCW 28A.600.045, including but not limited to the navigation 101  
5 program;

6 (f) Reduced class sizes, extended school day, extended school year,  
7 and tutoring programs for students identified as at risk of dropping  
8 out of school, including instruction to assist these students in  
9 meeting graduation requirements in mathematics and science;

10 (g) Outreach and counseling targeted to students identified as at  
11 risk of dropping out of school, or who have dropped out of school, to  
12 encourage them to consider learning alternatives such as  
13 preapprenticeship programs, skill centers, running start, technical  
14 high schools, and other options for completing a high school diploma;

15 (h) Preapprenticeship programs or running start for the trades  
16 initiatives under RCW 49.04.190;

17 (i) Mentoring programs for students;

18 (j) Development and use of dropout early warning data systems;

19 (k) Counseling, resource and referral services, and intervention  
20 programs to address social, behavioral, and health factors associated  
21 with dropping out of school;

22 (l) Implementing programs for in-school suspension or other  
23 strategies to avoid excluding middle and high school students from the  
24 school whenever possible;

25 (m) Parent engagement activities such as home visits and off-campus  
26 parent support group meetings related to dropout prevention and  
27 reengagement; and

28 (n) Early learning programs for prekindergarten students.

29 (3) High schools and school districts are encouraged to implement  
30 dropout prevention and reengagement strategies in a comprehensive and  
31 systematic manner, using strategic planning, school improvement plans,  
32 evaluation and feedback, and response to intervention tools.

33 NEW SECTION. **Sec. 6.** A new section is added to chapter 28A.175  
34 RCW to read as follows:

35 For the purposes of section 5 of this act, a "graduation coach"  
36 means a staff person, working in consultation with counselors, who is

1 assigned to identify and provide intervention services to students who  
2 have dropped out or are at risk of dropping out of school or of not  
3 graduating on time through the following activities:

4 (1) Monitoring and advising on individual student progress toward  
5 graduation;

6 (2) Providing student support services and case management;

7 (3) Motivating students to focus on a graduation plan;

8 (4) Encouraging parent and community involvement;

9 (5) Connecting parents and students with appropriate school and  
10 community resources;

11 (6) Securing supplemental academic services for students;

12 (7) Implementing schoolwide dropout prevention programs and  
13 interventions; and

14 (8) Analyzing data to identify at-risk students.

15 NEW SECTION. **Sec. 7.** A new section is added to chapter 28A.175  
16 RCW to read as follows:

17 The high school completion account is created in the custody of the  
18 state treasurer. Revenues to the account shall consist of  
19 appropriations made by the legislature, federal funds, gifts or grants  
20 from the private sector or foundations, and other sources deposited in  
21 the account. Expenditures from the account may be used only for proven  
22 dropout prevention and intervention programs identified under section  
23 3 of this act and to make PASS program awards under section 5 of this  
24 act. Only the superintendent of public instruction or the  
25 superintendent's designee may authorize expenditures from the account.  
26 The account is subject to allotment procedures under chapter 43.88 RCW,  
27 but an appropriation is not required for expenditures.

28 NEW SECTION. **Sec. 8.** A new section is added to chapter 28A.175  
29 RCW to read as follows:

30 The office of the superintendent of public instruction must  
31 regularly inform high schools and school districts about the  
32 opportunities under section 3 of this act to receive funding to  
33 implement programs that have been proven to reduce dropout rates and  
34 increase graduation rates, as well as the opportunities under section  
35 5 of this act for high schools to receive a financial incentive for  
36 success. Within available funds, the office shall develop systemic,

1 ongoing strategies for identifying and disseminating successful dropout  
2 prevention and reengagement programs and strategies and for  
3 incorporating dropout prevention and reengagement into high school and  
4 school district strategic planning and improvement. The office may  
5 offer support and assistance to schools and districts through regional  
6 networks. The office shall make every effort to keep dropout  
7 prevention and reduction of the dropout rate a top priority for school  
8 directors, administrators, and teachers.

9 **Sec. 9.** RCW 28A.175.035 and 2007 c 408 s 3 are each amended to  
10 read as follows:

11 (1) The office of the superintendent of public instruction shall:

12 (a) Identify criteria for grants and evaluate proposals for funding  
13 in consultation with the workforce training and education coordinating  
14 board;

15 (b) Develop and monitor requirements for grant recipients to:

16 (i) Identify students who both fail the Washington assessment of  
17 student learning and drop out of school;

18 (ii) Identify their own strengths and gaps in services provided to  
19 youth;

20 (iii) Set their own local goals for program outcomes;

21 (iv) Use research-based and emerging best practices that lead to  
22 positive outcomes in implementing the building bridges program; and

23 (v) Coordinate an outreach campaign to bring public and private  
24 organizations together and to provide information about the building  
25 bridges program to the local community;

26 (c) In setting the requirements under (b) of this subsection,  
27 encourage creativity and provide for flexibility in implementing the  
28 local building bridges program;

29 (d) Identify and disseminate successful practices;

30 (e) Develop requirements for grant recipients to collect and report  
31 data, including, but not limited to:

32 (i) The number of and demographics of students served including,  
33 but not limited to, information regarding a student's race and  
34 ethnicity, a student's household income, a student's housing status,  
35 whether a student is a foster youth or youth involved in the juvenile  
36 justice system, whether a student is disabled, and the primary language  
37 spoken at a student's home;

1 (ii) Washington assessment of student learning scores;

2 (iii) Dropout rates;

3 (iv) On-time graduation rates;

4 (v) Extended graduation rates;

5 (vi) Credentials obtained;

6 (vii) Absenteeism rates;

7 (viii) Truancy rates; and

8 (ix) Credit retrieval;

9 (f) Contract with a third party to evaluate the infrastructure and  
10 implementation of the partnership including the leveraging of outside  
11 resources that relate to the goal of the partnership. The third-party  
12 contractor shall also evaluate the performance and effectiveness of the  
13 partnerships relative to the type of entity, as identified in RCW  
14 28A.175.045, serving as the lead agency for the partnership; and

15 (g) Report to the legislature by December 1, 2008.

16 (2) In performing its duties under this section, the office of the  
17 superintendent of public instruction is encouraged to consult with the  
18 work group identified in RCW 28A.175.075.

19 (3) In selecting recipients for grant funds appropriated under  
20 section 3 of this act, the office of the superintendent of public  
21 instruction shall use a streamlined and expedited application and  
22 review process for those programs that have already proven to be  
23 successful in dropout prevention.

24 **NEW SECTION. Sec. 10.** A new section is added to chapter 28A.300  
25 RCW to read as follows:

26 (1)(a) The superintendent of public instruction shall adopt rules  
27 establishing a standard definition of student absence from school. In  
28 adopting the definition, the superintendent shall review current  
29 practices in Washington school districts, definitions used in other  
30 states, and any national standards or definitions used by the national  
31 center for education statistics or other national groups. The  
32 superintendent shall also consult with the building bridges work group  
33 established under RCW 28A.175.075.

34 (b) Using the definition of student absence adopted under this  
35 section, the superintendent shall establish an indicator for measuring  
36 student attendance in high schools for purposes of the PASS program  
37 under section 2 of this act.

1 (2)(a) The K-12 data governance group under RCW 28A.300.507 shall  
2 establish the parameters and an implementation schedule for statewide  
3 collection through the comprehensive education and data research system  
4 of: (i) Student attendance data using the definitions of student  
5 absence adopted under this section; and (ii) student discipline data  
6 with a focus on suspensions and expulsions from school.

7 (b) At a minimum, school districts must collect and submit student  
8 attendance data and student discipline data for high school students  
9 through the comprehensive education and data research system for  
10 purposes of the PASS program under section 2 of this act beginning in  
11 the 2012-13 school year.

12 NEW SECTION. **Sec. 11.** If specific funding for the purposes of  
13 this act, referencing this act by bill or chapter number, is not  
14 provided by June 30, 2011, in the omnibus appropriations act, this act  
15 is null and void.

Passed by the House April 21, 2011.

Passed by the Senate April 21, 2011.

Approved by the Governor May 10, 2011, with the exception of  
certain items that were vetoed.

Filed in Office of Secretary of State May 11, 2011.

Note: Governor's explanation of partial veto is as follows:

"I am returning herewith, without my approval as to Section 1,  
Engrossed Second Substitute House Bill 1599 entitled:

"AN ACT Relating to establishing the pay for actual student  
success dropout prevention program."

To the extent funding is provided in the appropriations act by June  
30, 2011, this legislation provides resources to schools and school  
districts that improve various student engagement and success factors  
that lead to more high school graduations. The legislation sets forth  
the data used to determine whether schools and districts are eligible  
for the incentives authorized.

Section 1 is an intent section that discusses various experiences of  
schools and principles of law, and is not necessary to interpret or  
implement the substantive provisions of the bill. For this reason, I  
have vetoed Section 1 of Engrossed Second Substitute House Bill 1599.

With the exception of Section 1, Engrossed Second Substitute House  
Bill 1599 is approved."